

HILLCREST MIDDLE

P O Box 151
Dalzell, SC 29040

GRADES 6-8 Middle School

ENROLLMENT 540 Students

PRINCIPAL Robert Barth 803-499-3341

SUPERINTENDENT J. Frank Baker 803-469-6900

BOARD CHAIR James Giffin 803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	23	7	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Average	Below Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

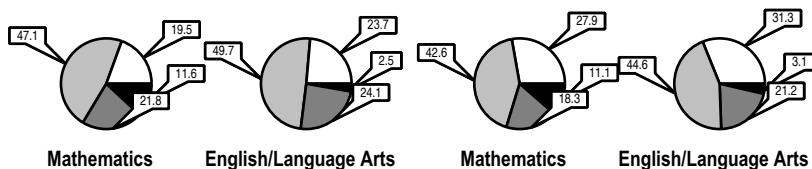
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

88.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	527	99.8	22.7	49.8	24.2	3.4	34.9	Yes	Yes
Gender									
Male	286	99.7	26.4	50.0	20.5	3.1	29.8		
Female	241	100.0	18.3	49.5	28.4	3.7	40.8		
Racial/Ethnic Group									
White	240	100.0	17.1	48.8	30.8	3.3	44.1	Yes	Yes
African-American	263	99.6	29.0	49.0	19.2	2.9	26.5	Yes	Yes
Asian/Pacific Islander	11	100.0	9.1	63.6	9.1	18.2	54.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	426	100.0	20.7	51.2	25.1	3.1	38.8		
Disabled	101	99.0	31.5	43.8	20.2	4.5	18.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	527	99.8	22.7	49.8	24.2	3.4	34.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	527	99.8	22.7	49.8	24.2	3.4	34.9		
Socio-Economic Status									
Subsidized meals	308	99.7	26.5	50.7	20.6	2.2	27.2	Yes	Yes
Full-pay meals	219	100.0	17.6	48.5	28.9	4.9	45.1		

Mathematics - State Performance Objective = 15.5%									
All Students	527	100.0	18.7	47.0	21.6	12.8	46.8	Yes	Yes
Gender									
Male	286	100.0	20.8	42.9	21.6	14.7	47.9		
Female	241	100.0	16.1	51.8	21.6	10.6	45.4		
Racial/Ethnic Group									
White	240	100.0	10.4	41.7	30.8	17.1	59.2	Yes	Yes
African American	263	100.0	26.4	52.0	13.0	8.5	35.4	Yes	Yes
Asian/Pacific Islander	11	100.0	9.1	18.2	36.4	36.4	72.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	426	100.0	13.7	48.1	24.5	13.7	51.9		
Disabled	101	100.0	40.0	42.2	8.9	8.9	24.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	527	100.0	18.7	47.0	21.6	12.8	46.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	527	100.0	18.7	47.0	21.6	12.8	46.8		
Socio-Economic Status									
Subsidized meals	308	100.0	23.1	50.5	17.6	8.8	37.7	Yes	Yes
Full-pay meals	219	100.0	12.7	42.2	27.0	18.1	58.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	100.0	19.9	45.5	32.1	2.6	34.6
	Grade 7	174	100.0	21.4	52.8	24.5	1.3	25.8
	Grade 8	177	100.0	27.2	54.9	13.0	4.9	17.9
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	31.4	46.1	18.3	4.2	22.5
	Grade 7	164	99.4	19.4	53.5	24.5	2.6	27.1
	Grade 8	172	100.0	19.5	60.4	20.1	N/A	20.1

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	173	100.0	14.7	36.5	33.3	15.4	48.7
	Grade 7	174	100.0	25.0	38.8	21.3	15.0	36.3
	Grade 8	177	100.0	22.8	56.2	15.4	5.6	21.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	15.7	45.0	24.1	15.2	39.3
	Grade 7	164	100.0	16.7	45.5	24.4	13.5	37.8
	Grade 8	172	100.0	27.4	53.0	15.2	4.3	19.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 540)				
Students enrolled in high school credit courses (grades 7 & 8)	10.1%	Up from 7.8%	12.9%	14.6%
Retention rate	2.7%	Up from 0.2%	3.2%	3.0%
Attendance rate	95.9%	No change	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.5%		6.2%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%		5.7%	5.3%
Eligible for gifted and talented	17.7%	Up from 16.1%	16.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.6%	No change	14.6%	13.9%
Older than usual for grade	6.5%	Down from 8.2%	4.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	71.0%	Up from 65.8%	44.9%	48.7%
Continuing contract teachers	80.6%	Up from 71.1%	85.7%	81.7%
Highly qualified teachers**	78.3%	N/A	91.7%	90.4%
Teachers with emergency or provisional certificates	13.3%		5.9%	5.3%
Teachers returning from previous year	79.7%	Down from 81.9%	86.1%	85.1%
Teacher attendance rate	95.3%	Down from 97.3%	95.1%	94.8%
Average teacher salary	\$38,651	Up 6.1%	\$39,714	\$40,566
Prof. development days/teacher	10.2 days	Down from 13.5 days	11.0 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.3
Student-teacher ratio in core subjects	24.4 to 1	Up from 21.2 to 1	20.6 to 1	21.3 to 1
Prime instructional time	90.7%	Down from 92.5%	89.2%	89.3%
Dollars spent per pupil*	\$5,524	Down 5.9%	\$5,715	\$5,821
Percent of expenditures for teacher salaries*	57.5%	No change	60.8%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	60.8%	Down from 90.0%	95.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	92.0%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a very good year at Hillcrest Middle School. We have a safe, structured, nurturing environment that encourages excellence in achievement. We offer a challenging, relevant, standards-driven curriculum supported by a highly effective and efficient faculty and staff. The students participated in many service learning projects, extracurricular activities and numerous academic programs.

Our language arts and math scores were above the state average. Hillcrest was one of only a few statewide winners of a Palmetto Pride grant and also received the Clemson Landscape for Learning grant. We were honored by the State Department of Education with the Red Carpet award in recognition of our family-friendly environment. Ten students were named South Carolina Junior Scholars, over 400 students wrote books and had them published in the school writing program, and one student was named a Duke University Talent Identification Program Scholar. Membership in the PTSA increased for the third consecutive year.

Even though Hillcrest was above the state average in most areas of academic achievement, there is always room for improvement. Despite budget cuts that increased the student-to-teacher ratio, our dedicated faculty persevered to ensure a quality education for each child. Our "Math Moments" (MM) program continued to be utilized during "Wildcat Time" each day. The "Drop Everything And Read" (DEAR) program began each day, and we focused on writing with the theme of "Wonderful World of Writing." The accelerated reader program, Reading Renaissance, continued to be emphasized for all students. An "Early Bird" schedule continued to be utilized, which allowed early arrivals the opportunity to participate in a homework center, Skillsbank and Lightspan computer labs, intramural activities, and library research. Unit plans were developed over the course of the school year for each subject to ensure that the new state standards were being properly addressed. We hope to continue to increase PTSA membership for the 2004-2005 school year in order to increase positive parental involvement.

Despite larger class sizes, the faculty and staff worked extremely hard to ensure that students received quality instruction. Through the help of students, parents, and faculty, we can make the school's motto, "Believe, Achieve, and Succeed" a reality. Hillcrest Middle School is certainly a great place to learn and grow.

Robert Barth, Principal

David Pollock, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	149	74
Percent satisfied with learning environment	92.6%	62.8%	72.6%
Percent satisfied with social and physical environment	96.3%	72.6%	74.3%
Percent satisfied with home-school relations	66.7%	74.1%	63.5%

*Only students at the highest middle school grade level at this school and their parents were included.